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The Land, Histories, and Stories

Home Instructor's Guide and Assignment Booklet 5A

Module 5

Venture to Ontario

Alberta Education

Grade 5 Social Studies
Module 5: Venture to Ontario
Home Instructor's Guide and Assignment Booklet 5A
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

You may find the following Internet sites useful:

- Alberta Education, **http://www.education.gov.ab.ca**
- Learning Resources Centre, **http://www.lrc.education.gov.ab.ca**
- Tools4Teachers, **http://www.tools4teachers.ca**

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Module 5: Venture to Ontario

Module 5 follows the adventures of Jaiman Sharma in Ontario. As he travels around Ontario, the student learns about the geography, economy, and history of Ontario.

In this module the student also learns about the Omushkegowak (Swampy Cree) People of Northern Ontario, the multicultural nature of Toronto and Canada, and how the land and resources support Ontario's population. The Canadian Charter of Rights and Freedoms is examined. The impact of World War I, World War II, and the Depression on Canada are also explored.

Assessment

This is how the marks for Module 5 are distributed:

Assignment Booklet 5A	
Chapter 2 Assignment	14 marks
Chapter 3 Assignment	6 marks
Chapter 4 Assignment	10 marks
Chapter 5 Assignment	6 marks
Chapter 6 Assignment	14 marks
Chapter 7 Assignment	14 marks
Chapter 8 Assignment	10 marks
Total	74 marks
Assignment Booklet 5B	
Chapter 9 Assignment	15 marks
Chapter 10 Assignment	9 marks
Chapter 11 Assignment	12 marks
Chapter 13 Assignment	10 marks
Chapter 14 Assignment	6 marks
Chapter 15 Assignment	15 marks
Chapter 16 Assignment	23 marks
Total	90 marks

Field Trips and Speakers

The following are suggested field trips for Module 5:

- Visit a local tourist agency and collect any brochures or other information about Toronto and Ontario.
- Visit a manufacturing plant in your area.

When possible, invite the following speakers to share their knowledge, experiences, and stories with your student:

- a Canadian history professor from a local college or university to speak, particularly about World War I, World War II, and the Depression
- someone who has worked in manufacturing in eastern Canada
- anyone in the community who has relocated from Ontario
- a First Nations speaker from Ontario, especially of the Omushkegowak First Nation
- someone in government with knowledge of the Canadian Charter of Rights and Freedoms

Supplemental Reading

Gather factual books about Ontario, past and present. Also check for general books about Canada which contain information about Ontario. The books below may be available at your local library. Check with the reference librarian at your library for additional recommendations. Many excellent reference books are not written at a reading level for students of this age, so you may need to provide assistance with vocabulary and concepts.

- *Lake Ontario*, by Ann Armbruster, Children's Press, 1996.
- *The Dust Bowl*, by David W. Booth, Kids Can Press, Reprint 1999.
- *Wow Canada!: Exploring this Land from Coast to Coast*, by Vivien Bowers, Maple Tree Press, 1999.
- *Sky Dancers*, by Connie Ann Kirk, Lee and Low Books, 2004.
- *A Magical Place: Toronto Island and Its People*, by Bill Freeman, Lorimer, 1999.
- *Wintering*, by William Durbian, Delacorte Press, 1999.
- *Harriet Tubman and the Underground Railroad*, by Dan Elish, Turtleback Books distributed by Demco Media, 1993.
- *Trouble at Fort La Pointe*, by Kathleen Ernst, American Girl, 2000.
- *The Great St. Lawrence Seaway*, by Gail Gibbons, Harper Collins, 1992.
- *The Last Safe House: A Story of the Underground Railroad*, by Barbara Greenwood, Kids Can Press, 1998.
- *Tess*, by Hazel Hutchins, Annick Press, 1995.
- *Canada Celebrates Multiculturalism* (The Lands, Peoples and Cultures Series), by Bobbie Kalman, Crabtree Publishing Company, 1993.
- *Canada, the Land*, by Bobbie Kalman, Rebound by Sagebrush, revised 2002.
- *Escape North! The Story of Harriet Tubman*, by Monica Kulling, Random House Books for Young Readers, 2000.
- *The Kids Book of Canadian History*, by Carlotta Hacker, Kids Can Press, 2000.
- *The Drinking Gourd: A Story of the Underground Railroad*, by F. N. Monjo, Harper Collins, reissue edition, 1992.
- *Toronto*, by Barbara Radcliffe Rogers and D. Stillman, Children's Press, 2000.
- *Running for Our Lives*, by Glennette Tilley Turner, Newman Educational Pub., 2004.

Additional Materials

- a map of Ontario
- poster paper

Websites

Suggested websites for this module include the following:

- *The Atlas of Canada*
  http://atlas.nrcan.gc.ca/site/english/index.html
- *The Canadian Encyclopedia*
  http://www.thecanadianencyclopedia.com
- *Statistics Canada*
  http://www.statcan.ca/menu-en.htm
- *CBC Archives*
  http://archives.cbc.ca
- *Algonquin Provincial Park*
  http://www.algonquinpark.on.ca
- *Group of Seven Art*
  http://www.groupofsevenart.com
- *McMichael Canadian Art Collection*
  http://www.mcmichael.com
- *Library and Archives Canada*
  http://www.collectionscanada.gc.ca
- *CN Tower*
  http://www.cntower.ca

Multimedia Resources

Video or DVD presentations of the Canadian Geographic Kids are excellent resources to help your student learn more about the people and places in Canada. The television presentations may air on the Access channel or the APTN channel in your area. You may also check a local library for the availability of the Canadian Geographic Kids videos or DVDs. The following titles fit in well with the information presented in this module:

- *Down Under: Alberta, BC, Ontario* (Canadian Geographic for Kids), Summerhill Entertainment Inc. (MGR), 2004.
- *Bruce Peninsula, Ontario: Loose on the Bruce* (Canadian Geographic for Kids), Summerhill Entertainment Inc., Season 2.
- *Toronto, Ontario: Wild Toronto* (Canadian Geographic for Kids), Summerhill Entertainment Inc., Season 1.
- *Park It Right Here: Alberta, Ontario, British Columbia* (Canadian Geographic for Kids), Summerhill Entertainment Inc. (MGR), 2004.
- *Renewing the Resources: Toronto, Niagara Falls, and Orangeville, Ontario* (Canadian Geographic for Kids), Summerhill Entertainment Inc. (MGR), 2004.

Appropriate videotapes that may be available in your library include the following:

- *Multicultural People of North America* – series, Schlessinger Video Productions, 1993.
- *No Price Too High: Canadians and the Second World War*, Morningside Entertainment, 2004.

Chapter Summaries

Chapter 1: Toronto at Last!

Objective

The student uses graphs and Internet research to discover facts about Ontario.

Instructional Strategies

The student follows Jaiman as he meets his host family and begins to learn about Ontario.

The student uses sources such as the Statistics Canada website to research census figures for Toronto, Ottawa, and the student's hometown. If necessary, assist the student in following the steps to complete the activity. Use the website information to confirm the answers as the student completes the questions. The student interprets a graph to learn more about industries in Toronto. The student also responds to a question discussing why Toronto is a major Canadian manufacturing centre.

Chapter 2: Up and Down and All Around

Objective

The student experiences the multicultural nature of Toronto as Jai tours the city. The student also learns about the history of the city.

Instructional Strategies

Jai and his host family, the Gillespies, visit the CN Tower, Kensington Market, and Bay Street. Jai learns a bit about the history of Toronto and how it came to be such a multicultural city.

The student completes a paragraph about Toronto's history by filling in the blanks. If the student has difficulty with this task, ask him or her to reread the sections of the chapter that discuss Toronto's history.

The student is asked to locate Lake Simcoe and the Humber River in the atlas and label these features on the map of Ontario that students began using in Module 4. Check your student's work for accuracy. The student should be able to tell you that the Aboriginal people used the river as a source of food (fish) and as a transportation route to Georgian Bay.

You may want to supplement the material in this lesson by looking through the book *Toronto*, by Barbara Radcliffe Rogers and D. Stillman, with your student.

Chapter 3: A Family Story

Objective

The student learns about the Irish in Ontario when the story of an Irish immigrant is shared.

Instructional Strategies

Jai begins school and decides to videotape Canadian stories to share with his class in India. He videotapes the story of how Mrs. Gillespie's great-great-grandfather came to Canada from Ireland. As the module progresses, he videotapes the stories of other Canadian immigrants to help your student learn more about the multicultural background of Canadians.

At the end of this chapter, the student is asked to complete a web to tell about his or her family heritage. If the student is not aware of his or her family history, arrange for him or her to speak with a grandparent or other family member. When the student has gathered the information, it can be noted on the appropriate web in the Student Module Booklet. Discuss the web with the student.

Your student's ancestors may come from various backgrounds. This is a good time to discuss how families have mixed ancestral backgrounds and have the student indicate this in the chart.

In Assignment Booklet 5A, your student answers questions to summarize the information from this chapter.

Chapter 4: Mines, Minerals, and More

Objective

The natural resources and physical geography of the Canadian Shield are introduced in this chapter.

Instructional Strategies

Jai, Michael, and Mr. Gillespie take a trip to Sudbury to visit a museum and learn more about the mining industry. Jai learns about the Canadian Shield and the St. Lawrence and Great Lakes Lowlands.

Your student labels a map with Canada's geographic regions and notes those found in Ontario. The student will show you the route that Jai and the Gillespies will travel to reach Sudbury. In another exercise, your student will note features of the Canadian Shield and St. Lawrence and Great Lakes Lowlands. Over the next chapters, the student will learn more about the landform regions of Ontario and near the end of the module, he or she will prepare a poster to tell about one of the regions. You may want to begin to gather some extra resources to extend your student's knowledge of the Canadian Shield, St. Lawrence and Great Lakes Lowlands, or Hudson Bay Lowlands Regions.

Discuss the stages of the natural resources cycle with the student, and examine any examples of mining in your area. Encourage the student to explore the topics about mining at the following interactive Science North website:

http://sciencenorth.ca/groundwork/CIMeng/gwintro.htm

Chapter 5: Another Family Story

Objective

The student learns more about the use and conservation of water and minerals. A family story helps the learner find out more about the contributions of the Italian people to the evolution of Canada and how Italian immigrants were affected by the Great Depression and World War II.

Instructional Strategies

Jai, Michael, and Mr. Gillespie return from their trip to Sudbury. Jai gets into a discussion with Mrs. Gillespie about the conservation of minerals and the uses of water. Michael and Jai tape another segment for their video recording about Canadian immigrants. Grandfather Gillespie tells them about his family history and how some Italian people immigrated to Canada.

Student activities in this chapter include discussing ways that metals can be recycled and conserved, listing uses of water, and creating interview questions. Some interview questions are listed in the Suggested Answers section, but your student may have come up with other acceptable questions. Check the questions if necessary. Any appropriate question is correct.

The student is directed to the Grade 5 Multimedia CD to view two segments about Italians who have contributed to Canada.

At the end of the chapter, the student completes an assignment to recognize how two well-known Italians contributed to Canada.

Chapter 6: Fun in the Canadian Shield

Objective

The focus in this chapter is on the physical geography of the Canadian Shield.

Instructional Strategies

Jai and the Gillespie family tour through central Ontario. Your student learns more about the physical geography, weather, landforms, recreation opportunities, and resources in this area.

At the end of the chapter, the student completes an assignment to review the physical geography of the Canadian Shield and locate and label some of the most important rivers and lakes in Ontario.

Chapter 7: Art and Identity

Objective

In this chapter the student learns about the contributions of the Group of Seven artists and how they helped to develop a Canadian identity.

Instructional Strategies

Jai and Michael visit the Art Gallery of Ontario in Toronto after researching Group of Seven artists. Your student is asked to choose one of the Group of Seven artists and find out some facts about that artist. The student is also asked to describe at least one painting by the chosen artist. As your student looks through print or Internet resources, encourage him or her to write notes of important points.

Some websites you may find useful include the following:

- *Group of Seven Art*
  http://www.groupofsevenart.com

  Ask the student to visit the virtual gallery and to click on the paintings for more information about the artists.

- *McMichael Canadian Art Collection*
  http://www.mcmichael.com

  Tell the student to click on "Our Collection," then "Group of Seven" or "Biographies."

- *Canadian Encyclopedia*
  http://www.thecanadianencyclopedia.com

  Use "search" to find information on specific artists or the Group of Seven.

- *Library and Archives Canada*
  http://www.collectionscanada.gc.ca

  Use "search" to find information on specific artists or the Group of Seven.

After the student has gathered enough information, a report is written. The report may be handwritten or written using a word-processing program on the computer. The student may include visual material such as photographs of the artist or a painting.

At the end of the chapter, the student is asked to choose a favourite painting and discuss it with you.

A Going Further activity at the end of the chapter encourages the student to try to create a painting of a Canadian scene using the style of the Group of Seven painters.

Chapter 8: Off to Oshawa

Objective

The student will learn more about how natural resources are used in the manufacturing industry and why communities develop in specific areas.

Instructional Strategies

Jai, Michael, and Mr. Gillespie visit an automobile assembly plant in Oshawa. As they travel to Oshawa, Mr. Gillespie tells them the history of the town of Oshawa and they discuss why the town prospered. The student reads about the vehicle manufacturing process. Student Module Booklet activities include a matching exercise to sum up the student's knowledge of Oshawa history and an ordering exercise where the student describes the steps in auto manufacturing.

The chapter ends with an assignment where the student shows what he or she has learned about natural resources and the auto-manufacturing industry.

Assist the student with sending Assignment Booklet 5A to the teacher.

ASSIGNMENT BOOKLET 5A

Grade 5 Social Studies
Module 5: Chapters 1–8

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE
(if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name
Address
Postal Code

Please verify that preprinted label is for correct course and module.

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

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When you are registered for distributed learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

Mailing

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**

2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

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1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.

2. All faxing costs are the responsibility of the sender.

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Canada

The Land, Histories, and Stories

Assignment Booklet 5A

Module 5

Venture to Ontario

Alberta Education

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Chapter 2 Assignment	14	
Chapter 3 Assignment	6	
Chapter 4 Assignment	10	
Chapter 5 Assignment	6	
Chapter 6 Assignment	14	
Chapter 7 Assignment	14	
Chapter 8 Assignment	10	
	74	

Teacher's Comments

Grade 5 Social Studies
Module 5: Venture to Ontario
Assignment Booklet 5A

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- Tools4Teachers, **http://www.tools4teachers.ca**

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ASSIGNMENT BOOKLET 5A
GRADE 5 SOCIAL STUDIES: MODULE 5
CHAPTER 2 ASSIGNMENT TO CHAPTER 8 ASSIGNMENT

This Assignment Booklet is worth 74 marks out of the total 164 marks for the assignments in Module 5. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

Chapter 2 Assignment: Up and Down and All Around

14

1. a. Create the front side of a postcard for Jaiman. Draw or find a picture of something he saw in Toronto.

2

2

b. Add a caption for the picture. Write a complete sentence.

_____

_____

_____

(10) 2. On the back of the postcard, tell Jai's family something about the plane trip, his host family, and at least two things that he learned about Toronto's past. Use complete sentences.

Mr. and Mrs. Sharma
37564 Rajanta Ave.
Mumbai, India

Turn to Chapter 3 in the Module 5 Student Module Booklet.

(6)

Chapter 3 Assignment: A Family Story

Use complete sentences to answer the following questions.

(2) 1. Why did Great-great-grandfather O'Keefe and other Irish people choose to leave Ireland? Give two reasons.

(2)

2. Why did Irish people such as Great-great grandfather O'Keefe choose to come to Canada?

_____

_____

_____

(2)

3. Tell about the contributions of the Irish in Canada. Include two examples.

_____

_____

_____

_____

_____

Turn to Chapter 4 in the Module 5 Student Module Booklet.

(10)

(3)

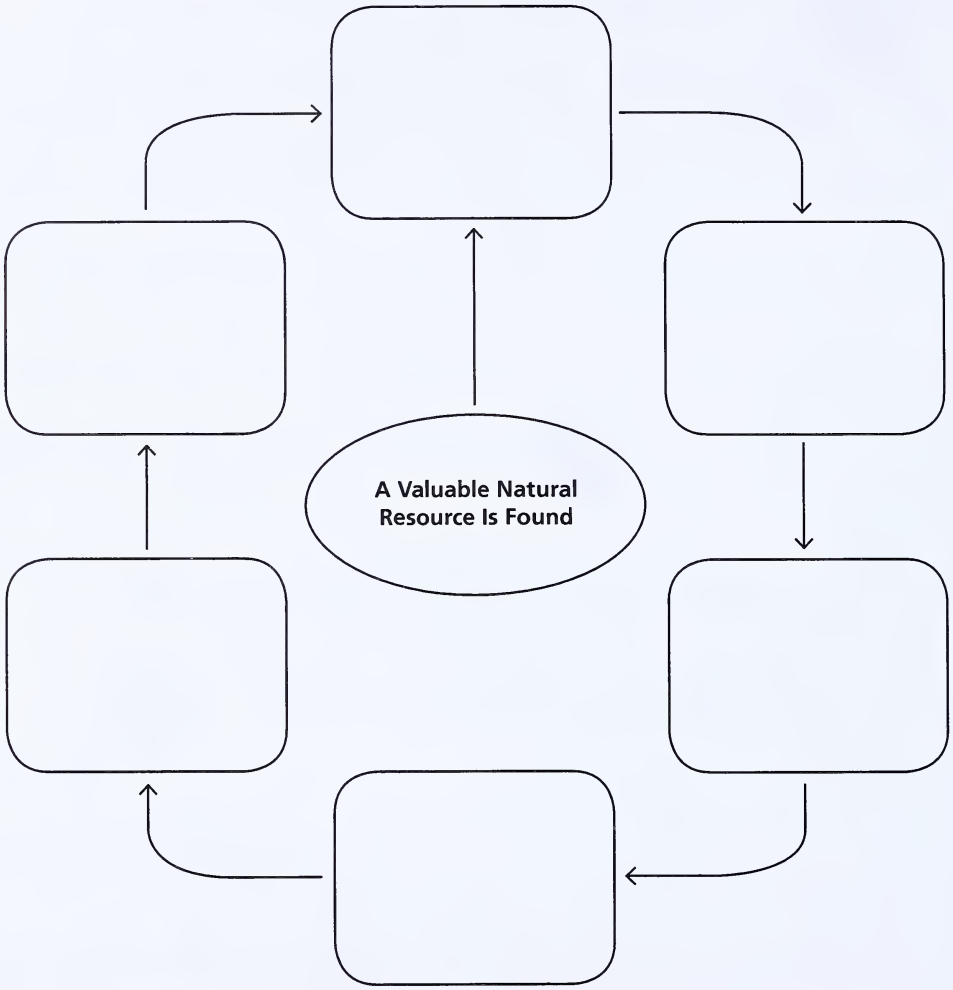
Chapter 4 Assignment: Mines, Minerals, and More

1. Name the three geographic regions found in Ontario.

- _____
- _____
- _____

(7) 2. Use the information from Chapter 4 to fill in the following diagram of a natural resource cycle. (You will receive six marks for having the correct steps and one mark for having them in the correct order.)

A NATURAL RESOURCE CYCLE



Turn to Chapter 5 in the Module 5 Student Module Booklet.

6

Chapter 5 Assignment: Another Family Story

On the Grade 5 Social Studies Multimedia CD 2, you learned about two of the many Italians who have contributed to Canada.

On the blank lines below, tell about one outstanding contribution that person made to Canada.

(3) 1. Jack Bionda

(3) 2. Johnny Lombardi

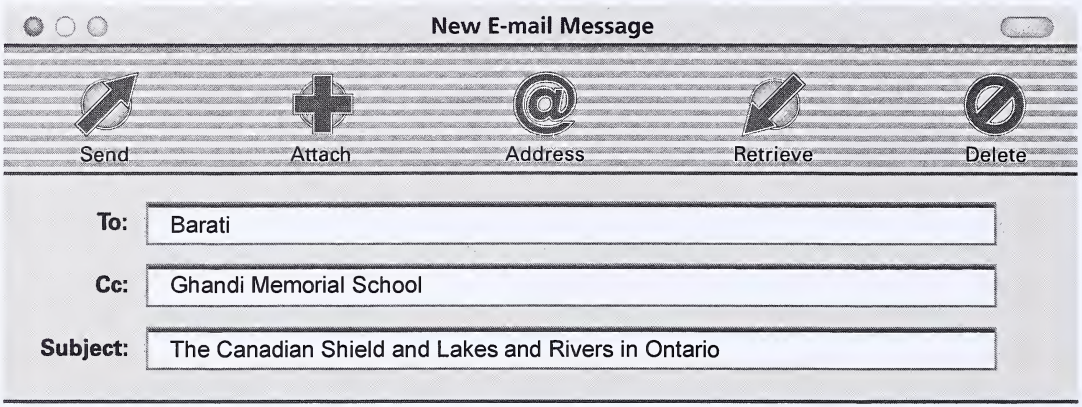
Turn to Chapter 6 in the Module 5 Student Module Booklet.

14

4

Chapter 6: Fun in the Canadian Shield

1. Choose the correct words to finish the sentences in the following e-mail.



Hi Barati,

I hope you are enjoying your time in Manitoba and that you have not suffered through any more blizzards. My host family and I went to Algonquin Provincial Park on the weekend. I had a fantastic time. We went tobogganing, skiing, and dogsledding. I had so much fun. I took lots of pictures. I'll show them to you when we meet at the airport.

Earlier this month, I went to Sudbury and visited a nickel mine. Sudbury and Algonquin Provincial Park are both in _____. The land in this area is _____.

(the Hudson Bay Lowlands/the Canadian Shield/ the St. Lawrence and Great Lakes Lowlands)

(rugged and rocky/covered in deep fertile soil/a flat prairie)

I spotted many different landforms including _____.

(deserts/steep cliffs/large mountains)

There are many _____. I saw _____ growing in this area.

(farms and ranches/rivers and lakes/rolling plains) (tall pine trees/fruit trees/tall grass)

_____ is an important industry in the Canadian Shield.

(Agriculture/Mining/Oil production)

The rocks are rich in minerals such as _____.

(nickel/coal/aluminum)

I also learned that fresh water is an important resource here. In the Canadian Shield now, water is often used for _____.

(irrigation/recreation/transportation)

I am going to Niagara Falls soon. Niagara Falls is in the St. Lawrence and Great Lakes Lowlands. After that trip, I will e-mail you again to tell you what I learned.

Jai

(10)

2. Use a map of Ontario as a reference, and label the following rivers and lakes on the map titled "Ontario's Drainage Patterns."

- Lake of the Woods
- Lake Nipigon
- Lake Superior
- Lake Michigan
- Lake Huron
- Lake Erie
- Lake Ontario
- Lake St. Joseph
- James Bay
- Hudson Bay
- Severn River
- Winisk River
- Attawapiskat River
- Albany River
- Moose River
- Mattagami River
- Abitibi River
- Ottawa River
- Humber River
- St. Lawrence River

Ontario's Drainage Patterns

ADAPTED FROM MAP RESOURCES

Turn to Chapter 7 in the Module 5 Student Module Booklet.

14

Chapter 7 Assignment: Art and Identity

In Chapter 7 of the Student Module Booklet, you were introduced to the Group of Seven artists. Choose one of the Group of Seven artists from the following list:

- A.J. Casson
- Franklin Carmichael
- L.L. FitzGerald
- Lawren S. Harris
- Edwin Holgate
- A.Y. Jackson
- Frank Johnston
- Arthur Lismer
- J.E.H. MacDonald
- Tom Thomson
- Frederick Varley

Look for information on the Internet, in reference books or an encyclopedia, or at your local library. Don't forget to record any new websites you visit in your Internet Journal.

In the space provided or using a computer with a word-processing program, write a report about the artist you chose and describe at least one painting that the artist painted. You may include a picture of the artist or his paintings.

(There is more room for your answer on the following page.)

Turn to Chapter 8 in the Module 5 Student Module Booklet.

10

Chapter 8 Assignment: Off to Oshawa

Help Michael explain at least three reasons why the automobile industry has done well in southern Ontario.

4

1. The automobile industry has done well in southern Ontario because _____

6

2. Which of the following natural resources are important to the automobile industry? Choose three and explain why they are important.

wood iron ore water gold petroleum nickel diamonds

Turn to Chapter 9 in the Module 5 Student Module Booklet.

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